

BUILDING BRICK BY BRICK: A PRAGMATIC APPROACH TO MEASURING IMPACT

Sarah Faye Cohen
Information Literacy Librarian

Janet R. Cottrell
Director of Academic Resources & the Library

Michelle G. Miller
Senior Associate Provost

Champlain College, Burlington, Vermont, USA

CHAMPLAIN COLLEGE, BURLINGTON VERMONT



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- 2000 on-campus students
- Professional Focus
 - Multimedia Graphics
 - E-gaming
 - Digital Forensics
 - Business
- New Interdisciplinary Core Curriculum
 - Roll-out began Fall 2007

CHAMPLAIN'S UNIQUE "CORE" CURRICULUM

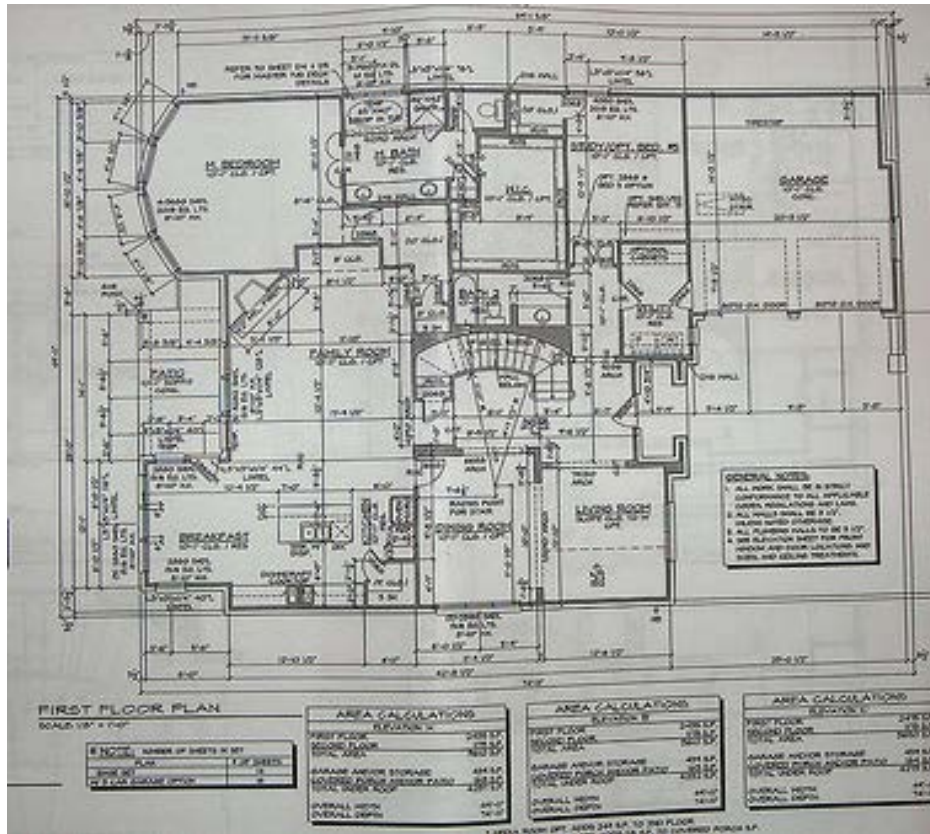
- Sequential, linked, theme-based courses
- Interdisciplinary
- Inquiry-based
- Common, master syllabi
- Common texts
- Common, project-based, research assignments



Apple Core (1992) by Claes Oldenberg (1929-), Billy Rose Sculpture Garden, Israel Museum in Jerusalem.

<http://www.flickr.com/photos/imagemd/827470717/>

CHAMPLAIN'S INFORMATION LITERACY PROGRAM

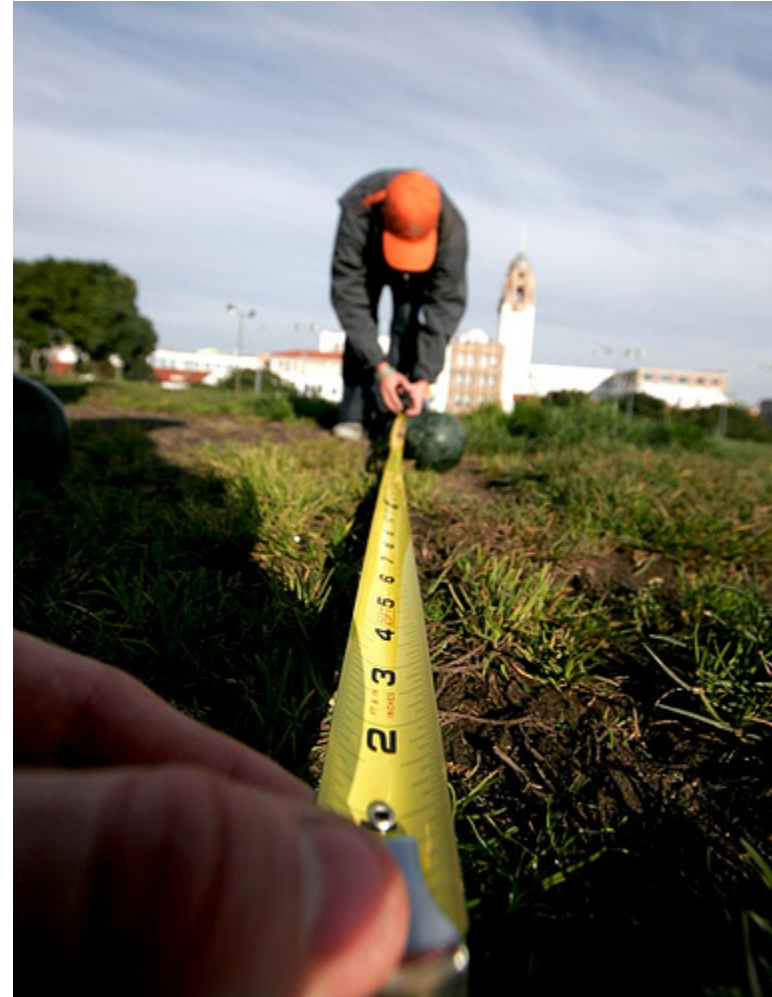


- “All students, all four years”
- Incremental
- Embedded
- Inquiry Based
- Rubric-based assessments
- Common curriculum

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EPORT

- Evidence that students are learning the skills and the concepts we are teaching.
- “Map” IL outcomes taught and assessed in Core classes.
- Track instruction and assessment of outcomes in a matrix.
- Use the data to inform our teaching.



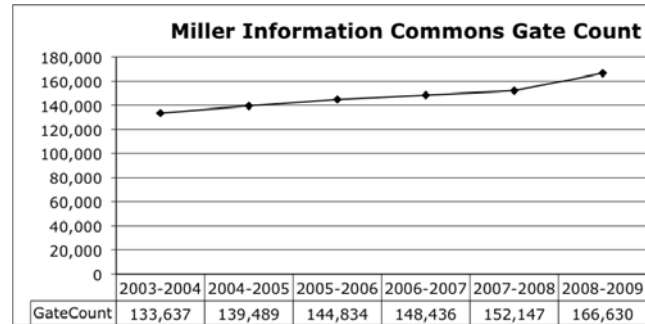
<http://www.flickr.com/photos/prawnpie/72710206/>

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DISCOVER DATA

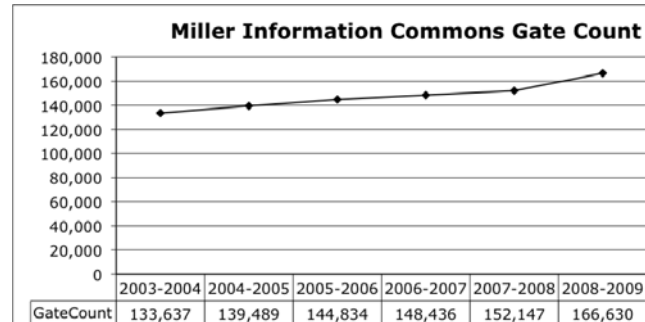
SOME DATA CHARTS ARE: EASY TO READ, HAPPY, USEFUL

Number of people
entering the library

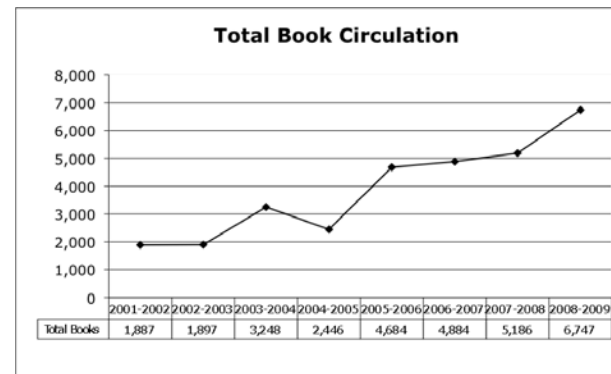


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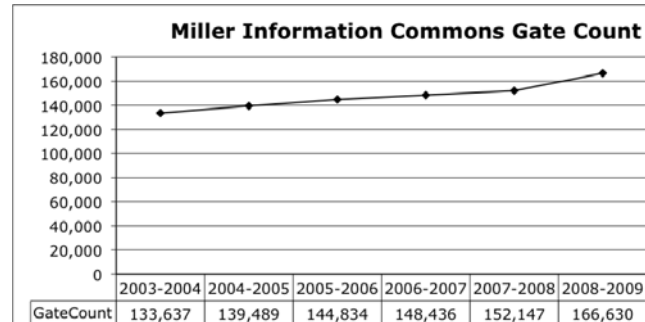


Number of books
checked out

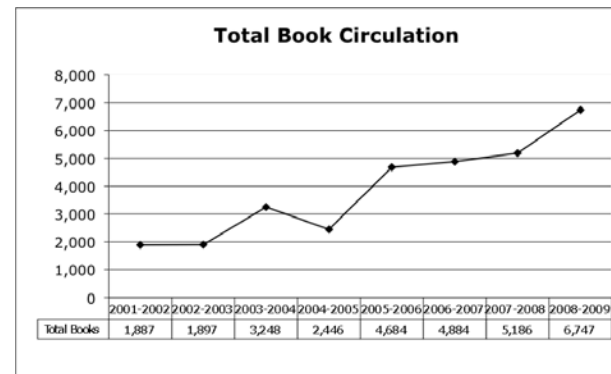


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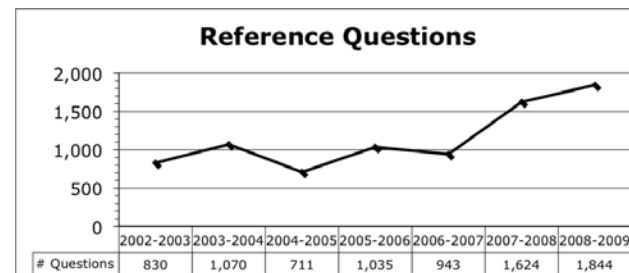
Number of people
entering the library



Number of books
checked out



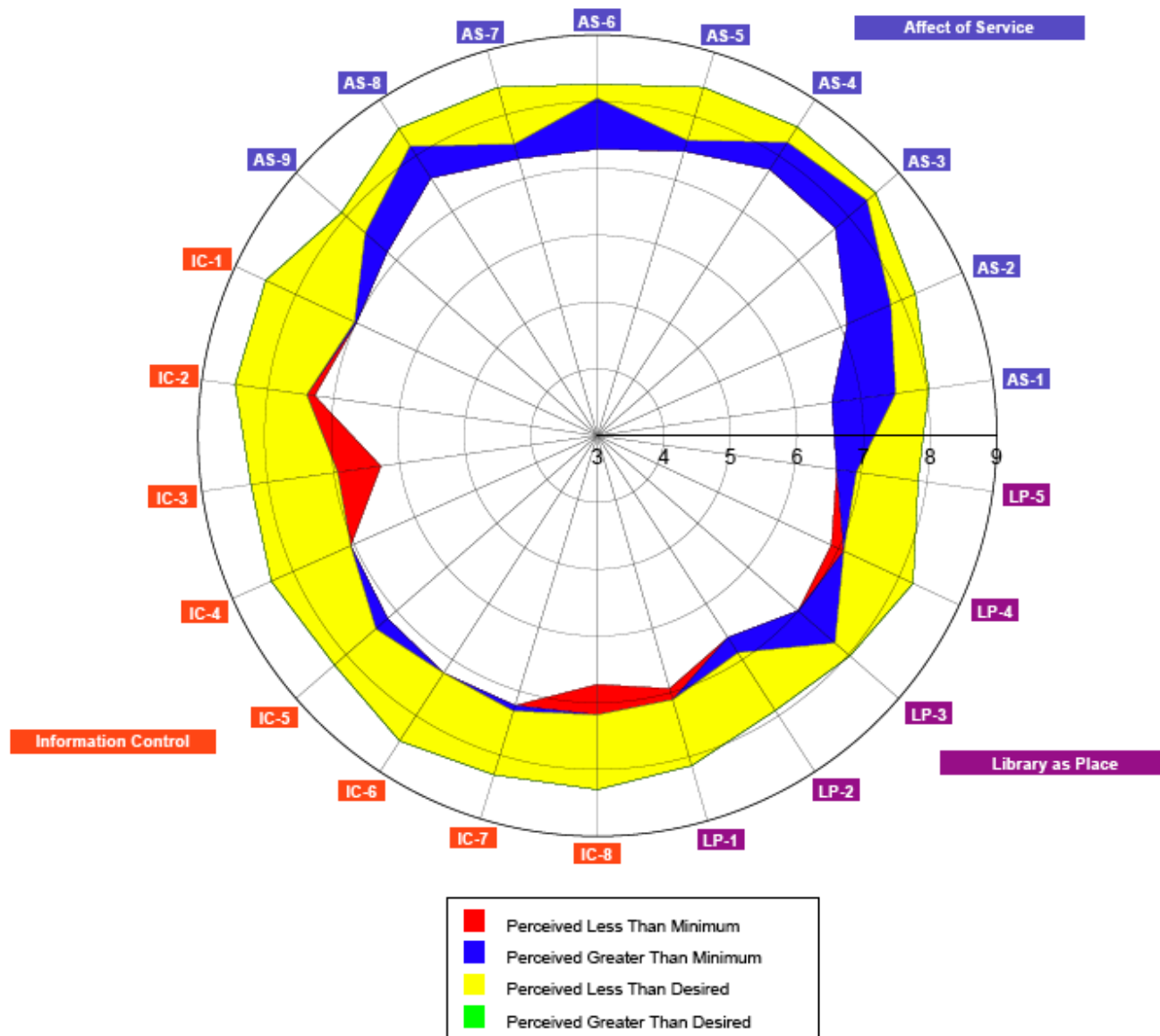
Number of reference
questions answered



HOW DATA IS PRESENTED ELICITS SOME REACTIONS.



SOME DATA CHARTS ARE NOT.



HOW DATA IS PRESENTED ELICITS SOME REACTIONS.



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COLLABORATE

NO ONE IS AN ISLAND



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- Learn from other assessment efforts
- Explore unexpected avenues
 - Center for Instructional Practice
- Informational interviewing
- Bring a beginner's mind

ENCOUNTERING OBSTACLES



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- Expect some roads to be closed
- Look for other partners, other opportunities
- Understand and learn about the block and what it can mean for your assessment

FIND ALLIES AND LET THE WORD SPREAD

- Cultivate individual connections
 - Annotated Bibliographies as an example
- Ask for help
- Be patient
- Celebrate small victories
- Express gratitude



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MAKE DECISIONS WHEN NECESSARY

MAKE DECISIONS WHEN NECESSARY



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- Sometimes you can wait for a culture to evolve organically...
- Sometimes you just have to help it along.

BUILDING ON WHAT YOU HAVE AND BUILDING WHAT YOU NEED



<http://www.flickr.com/photos/jeffica/3973440757/>

- We have a culture that is nimble and innovative.

BUILDING ON WHAT YOU HAVE AND BUILDING WHAT YOU NEED



<http://www.flickr.com/photos/jeffica/3973440757/>

- We have a culture that is nimble and innovative.
- We did not have a foundation in information literacy or assessment.

BUILDING ON WHAT YOU HAVE AND BUILDING WHAT YOU NEED



<http://www.flickr.com/photos/jeffica/3973440757/>

- We have a culture that is nimble and innovative.
- We did not have a foundation in information literacy or assessment.
- We needed to create a plan quickly.

MANDATE 1



<http://www.old-picture.com/crimean-war/000/pictures/General-Bosquet-giving-orders-001.jpg>

We WILL
embed
Information
Literacy in the
new Core
Curriculum...

MANDATE 2



<http://www.old-picture.com/crimean-war/000/pictures/General-Bosquet-giving-orders-001.jpg>

We WILL
spread our
instruction
throughout our
students'
college careers
!

MANDATE 3



<http://www.old-picture.com/crimean-war/000/pictures/General-Bosquet-giving-orders-001.jpg>

We WILL
devise
meaningful
impact
measures !

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EMPHASIZE MEANING AND USEFULNESS

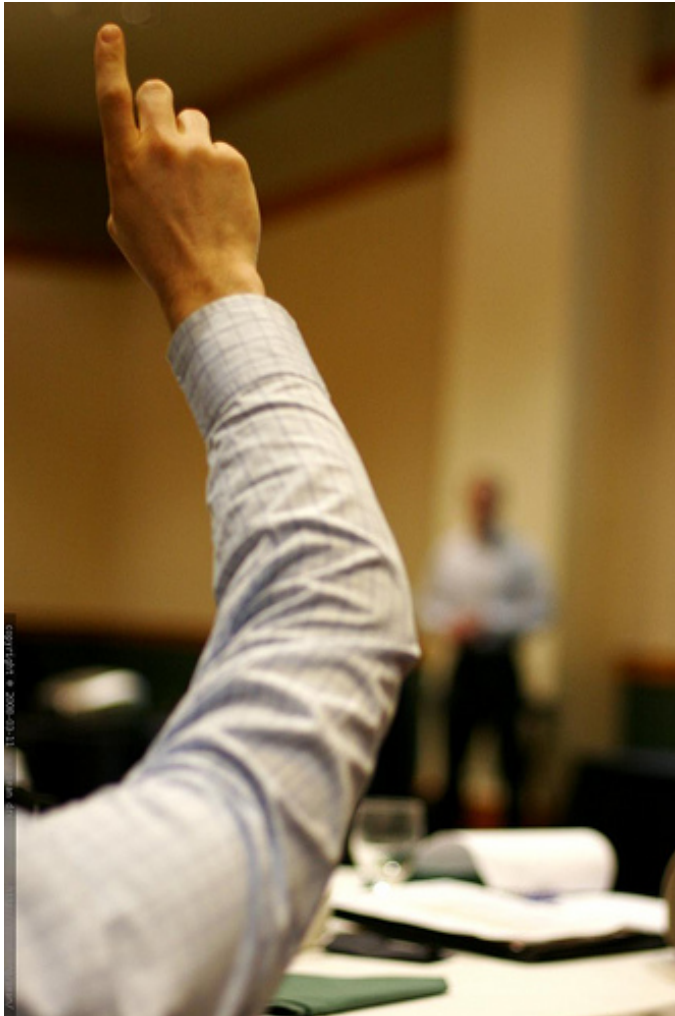
MAKING MEANING

- Address the needs of various audiences
- Revise
 - Questions
 - Data
 - Repeat
- Adjust data views until they can be seen



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MEANINGFUL TO STUDENTS



- The big question from students:
What's in it for me?
- Tie into existing motivation
- Be persistent

MEANINGFUL TO FACULTY

- Connect to what faculty care about
 - Students
 - Their courses
- Speak their language
- Model assessment
- Context



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MEANINGFUL TO ADMINISTRATION

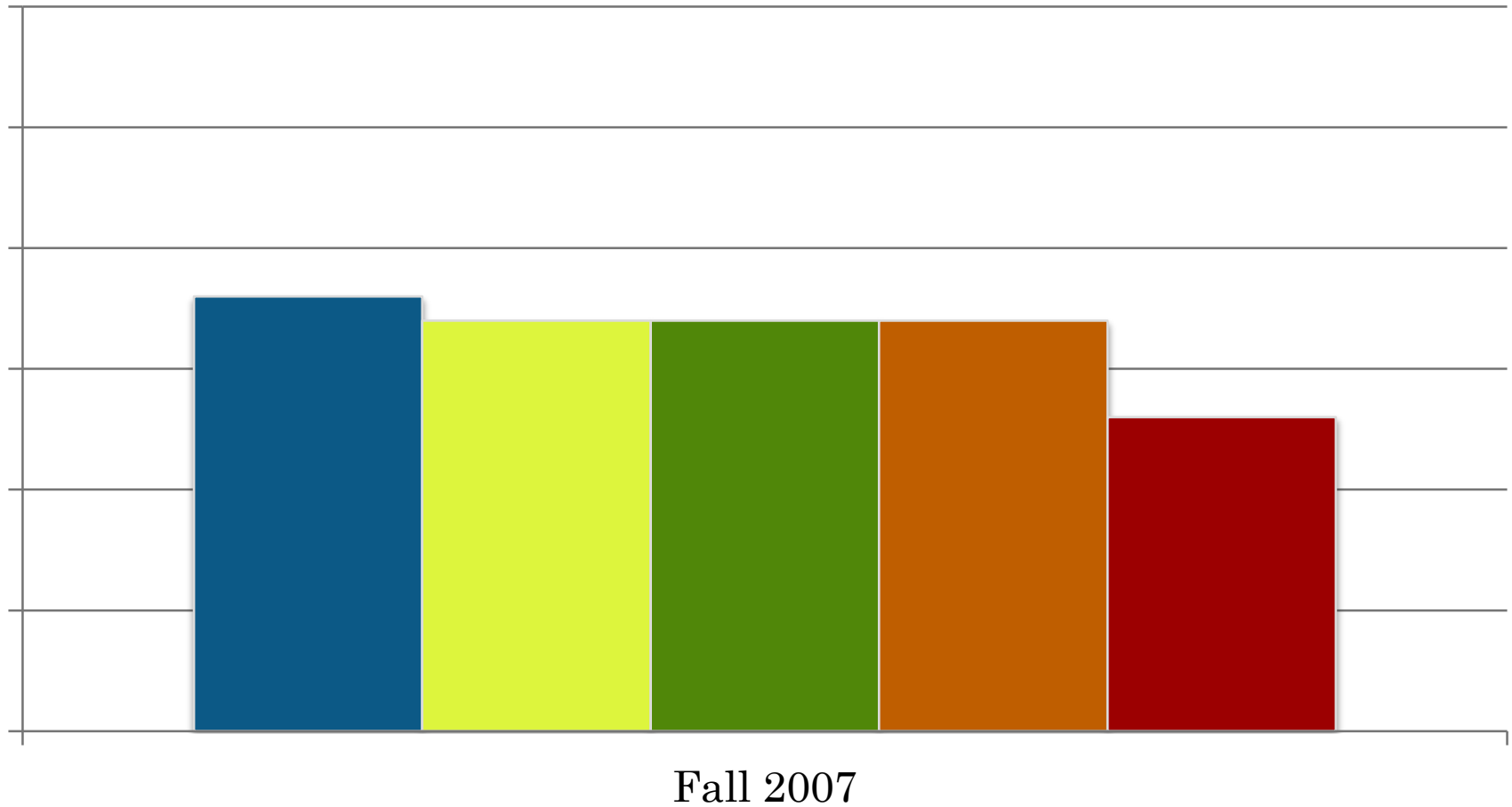


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- Capitalize on existing initiatives
 - Quality
 - Return on investment
- Capitalize on external pressures
 - Accreditation
 - Accountability
- “Close the loop”

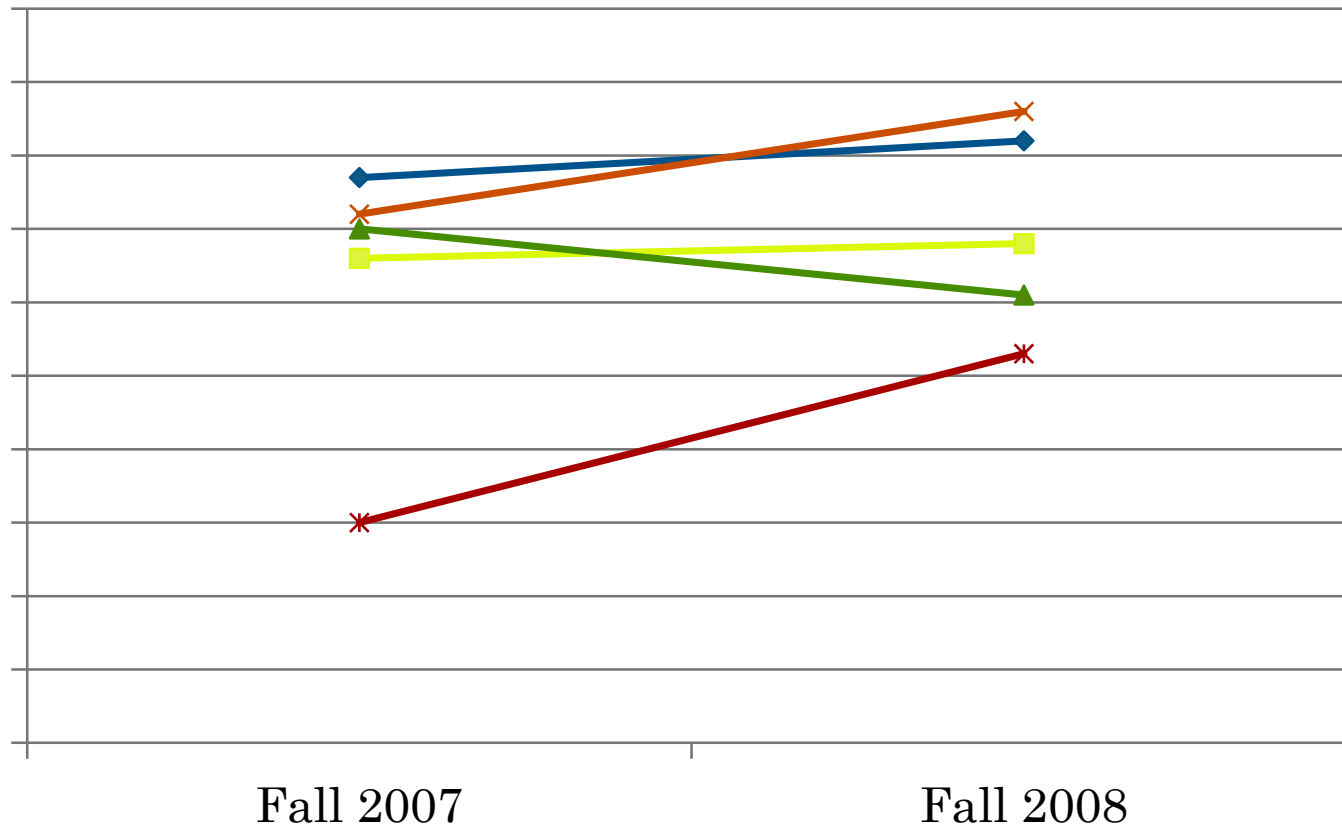
QUESTION: ARE STUDENTS LEARNING IL?

DATA: MEAN SCORES



QUESTION: BETTER AT CITATION?

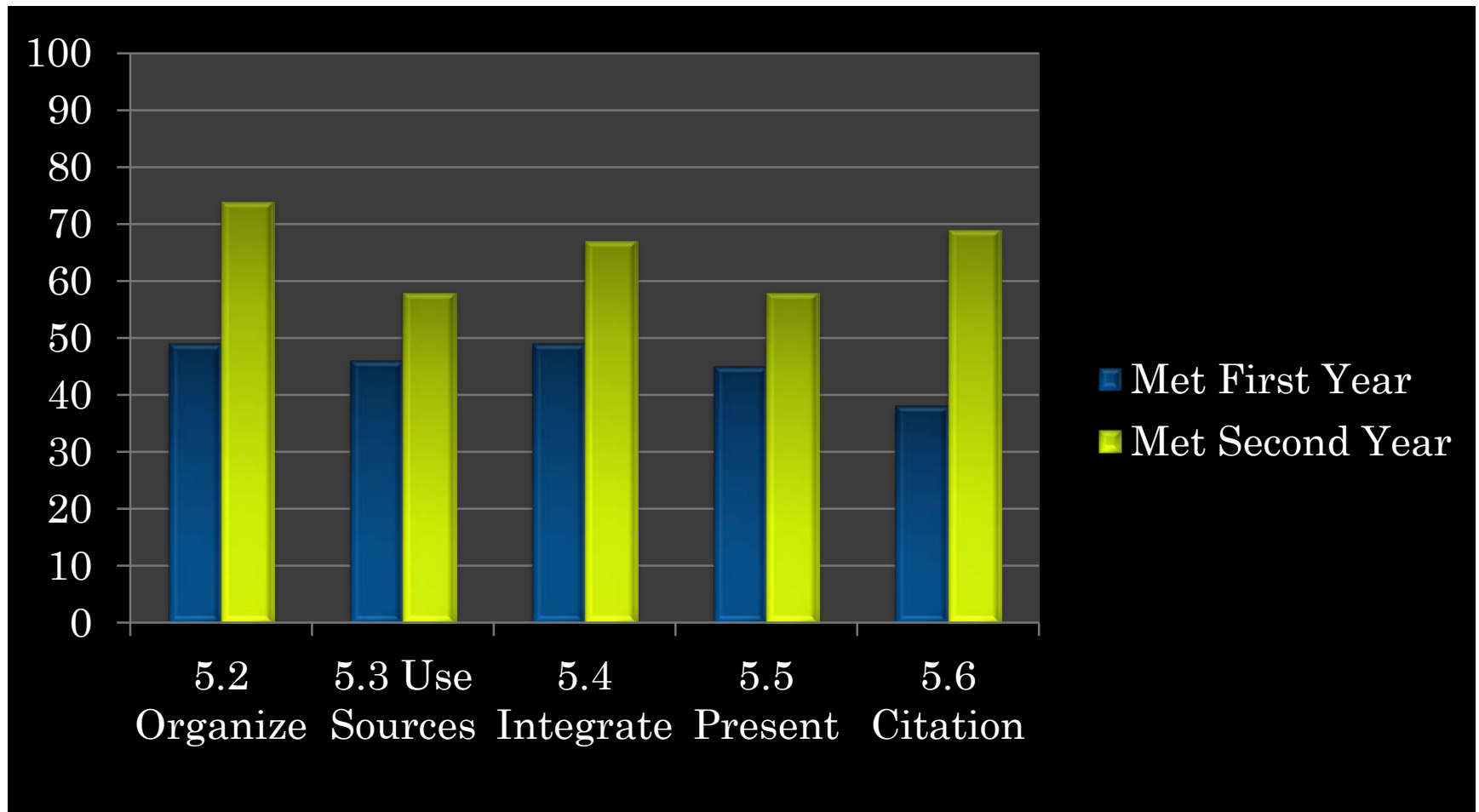
DATA: PERCENT STUDENTS MEETING
EXPECTATION



Note: First year students in 2007 vs different group of first year students in 2008

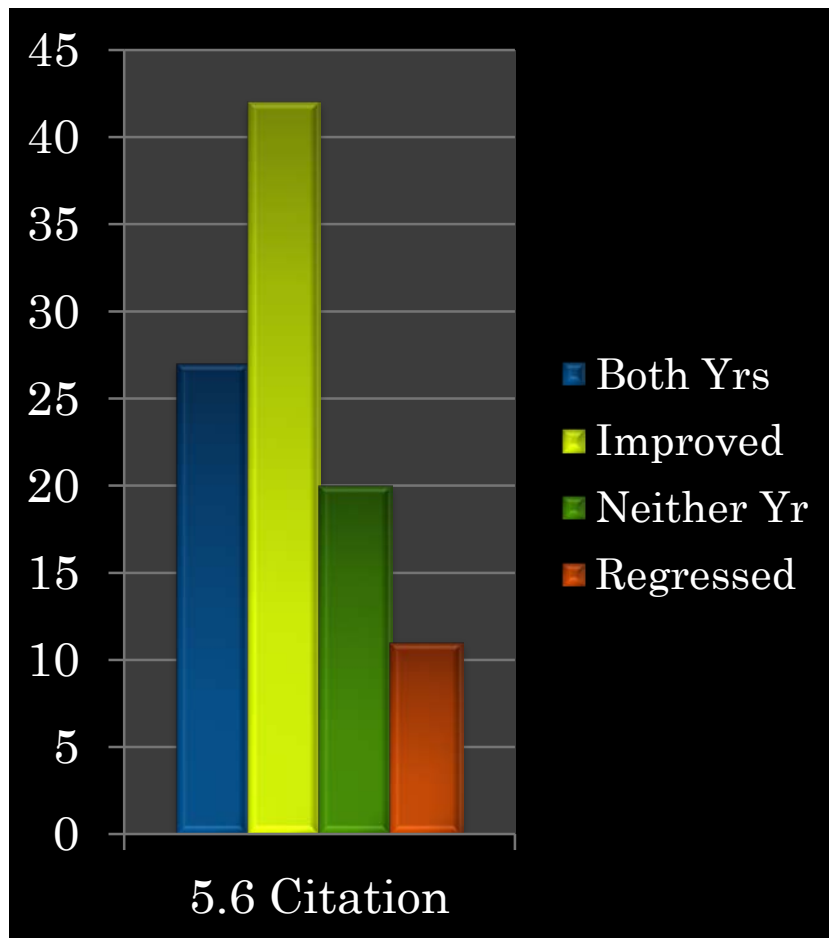
QUESTION: BETTER AT CITATION?

DATA: TRACKING 2007 COHORT



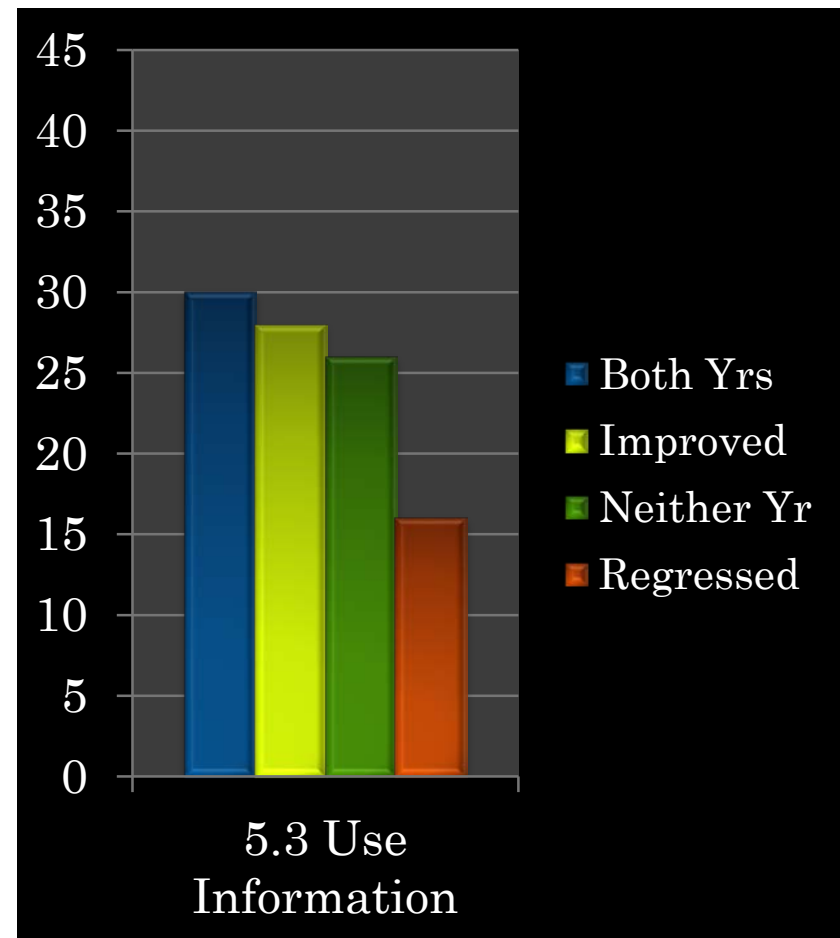
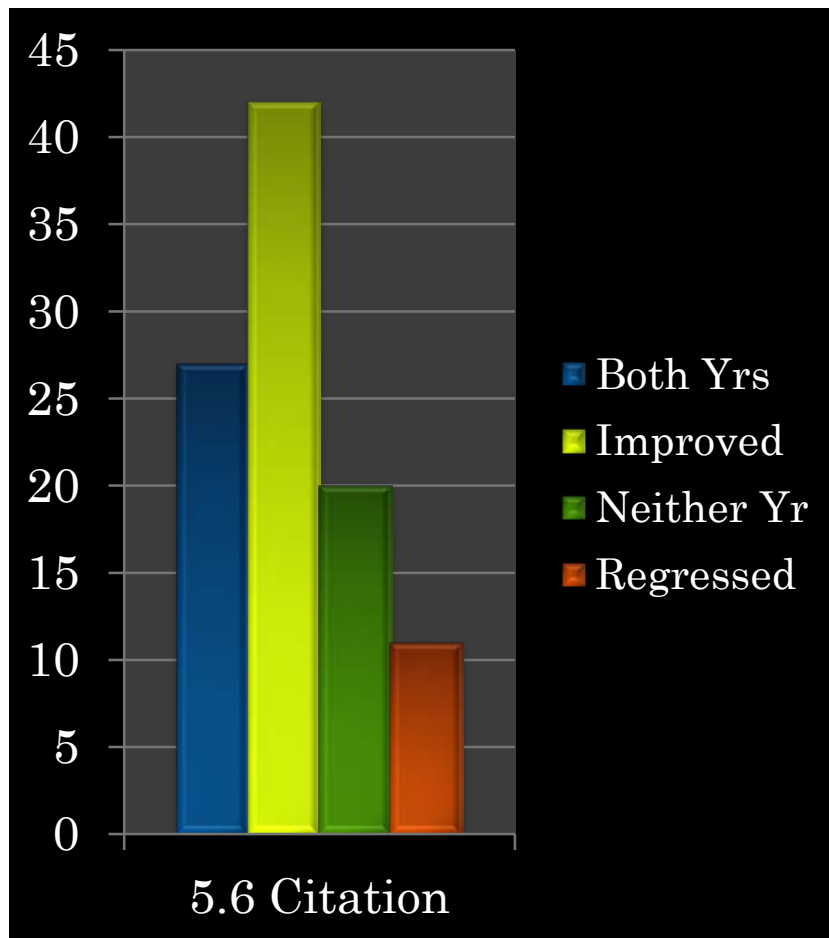
QUESTION: ARE THEY THE SAME STUDENTS?

DATA: INDIVIDUAL STUDENT SCORE CHANGES



QUESTION: ARE THEY THE SAME STUDENTS?

DATA: INDIVIDUAL STUDENT SCORE CHANGES



NEXT STEPS



<http://www.flickr.com/photos/8829172@N02/3993827024/>

- Our next question: Which students are we reaching?
- New data needs
 - Identify sub-populations (gender, area of study)
 - Demographic information
- Play with data display

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TOLERATE UNCERTAINTY

HOW TO CULTIVATE TOLERATING UNCERTAINTY?



- Create a culture in which it is OK for things to not work.
 - Trial and error
 - Pilot projects
 - Model the behaviour

HOW TO CULTIVATE TOLERATING UNCERTAINTY?



- Create a culture in which it is OK for things to not work.
 - Trial and error
 - Pilot projects
 - Model the behaviour
- Remember: “Fail often to succeed sooner”

KEEP YOUR EYE ON THE PRIZE



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EMPHASIZE THE FORMATIVE NATURE OF PROJECT— “FORMATIVE ASSESSMENT”



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SCALLOPING: UPS & DOWNS



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TOLERATING UNCERTAINTY

- Uncertainty is key
 - Inquiry-based learning
 - Information Literacy (i.e. Kuhlthau)
 - Assessment



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TOLERATING UNCERTAINTY

- Uncertainty is key
 - Inquiry-based learning
 - Information Literacy (i.e. Kuhlthau)
 - Assessment
- Our process mirrors our methodology



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QUESTIONS?

Feel free to contact us:

Sarah Cohen: cohen@champlain.edu

Janet Cottrell: cottrell@champlain.edu

Michelle Miller: miller@champlain.edu